**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:**  **Claxton School** | | | **Grade:**  **2nd** | | | **Date(s)**:  **Day 2** |
| **Unit Title:**  Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**   * How do I compose numbers up to 1,000? * How do you know the value of a number? * How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Document camera * shells * pictures of shells * color tiles * cupcake liners * coffee filters * candy liners * place value blocks | | **Student:**   * cupcake liners * coffee filters * color tiles * hundreds board | | | * place value * hundreds * tens * ones * skip count * counting on | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.2  *Count within a 1,000; skip count by 5’s, 10’s, and 100’s (This is for Task 1. The following are the standards to be posted for the whole unit along with 2.NBT.2)*  2.NBT.1  Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones. (Correlates to NCSCOS Math Objective 1.01a)  2.NBT.3  Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)  (Correlates to NCSCOS Math Objective 1.01b)  2.NBT.4  Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits,  using >, =, and < symbols to record the results of comparisons.  (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s):**  I can skip count by 2s, 5s, and 10s to 100.  I can skip count to \_\_\_\_\_. | | | | | |
| **Activating Strategy/Hook:**  (How will students become cognitively engaged and focused?)  Join me as I walk on the beach and try to collect more shells to add to my collection. Remember that we are trying to collect 1,000 of several different kinds of shells. (Use different pictorial representations for various shells and numbers being picked up. Use document camera to show the students the “shells” you are collecting.) | | | | | |
| **Teacher Directed:** Review *Ringo Rango* from Day 1 with group.  Use the document camera and place value blocks to show students a number less than 100. Have them count along with you as you touch each piece. Show students numbers greater than 100 using place value blocks. Have them count as you point to them.  Demonstrate the idea of 100s, 10s and 1s using coffee (basket) filters as 100s, cupcake liners as 10s, and candy liners (or colored counters) as 1s. Have students count as you point. | | | | | |
| **Guided Practice:** Give a baggie with filters and index cards. Have students lay out their numbers using place value blocks, or by drawing place value blocks to show the same number. Use the index card to tell how to increase the number (skip counting by what number). Write, show, or draw that number. The teacher will observe and guide as necessary. | | | | | |
| **Independent Practice:** Students will begiven a partially completed number chart (e.g., between 200s and 900s) to finish by highlighting and/or marking as directed (e.g., highlight all numbers that you can skip count by 10s; put an **X** on those you can skip count by 5s; circle those you can find counting by 2s. | | | | | |
| **Closing/Summarizing Strategy:** Students will use their journals to explain how they composed numbers greater than 100 using skip counting by 2s, 5s, and 10s. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Students will use journal to write the numbers from 1 to 300 when skip counting by 2s, 5s, and 10s. * Students will explain what they learned about patterns in skip counting. * Family connections (How do I use skip counting?) | | | * Have students use the base ten blocks and count by tens and 100s, making note of the number that is in the tens/hundreds digit. * Have students put numbered unifix cubes in order (2s, 5s, and 10s). * Count beans and group them by tens/fives. Put into baggies and then count the total. * 100s-900s board puzzles for students to put in order. | | | * Have beans/beads or small objects for students to count to 10 by 1s. Then group each 10 in a bag so students can count by tens. * Count pennies into groups of 2s, 5s, and 10s. * Use place value blocks to count by 10s to 100. * Use place value flats to count by 100s. |
| **Assessment(s):**  Check information in students’ journals. | | | | | | |
| **Teacher Reflection:** (Next steps?)    After checking student journals teacher will determine next steps. Be sure to keep anecdotal records for documentation for PEPs, etc. | | | | | | |